

**2019-2020  
SCHOOL IMPROVEMENT PLAN**

**Little Pearl Elementary**



*This schoolwide plan meets the requirements as outlined in the Every Student Succeeds Act (ESSA).*

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**1. COMPREHENSIVE NEEDS ASSESSMENT**

- *Provide outcomes of the school's comprehensive needs assessment, as well as a description of the data sources used in the process. Findings should include detailed analysis of all student subgroups; an examination of student, teacher, school, and community strengths and needs; and a summary of priorities that will be addressed in the schoolwide plan.*
- *The Comprehensive Needs Assessment will be used to develop a comprehensive plan for the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the school and District.*

STRENGTHS	WEAKNESSES
For the past seven years, (excluding 2017-2018) Kindergarten students increased the percentage of students scoring At or Above Benchmark on DIBELS Next by at least 4 percentage points. (In 2018-2019, it went from 43% to 61%).	For the past two years, Kindergarten students decreased the percentage of students scoring in the Above Benchmark category on DIBELS Next by 5% in 2018 (19% to 14%) and 2% in 2019 (20% to 18%).
From 2018 to 2019 school year, the Progress Index increased by 6.1 from 94.6 to 100.7 points.	From 2018 to 2019 school year, the Assessment Index (76.2) was lower than the Progress Index (100.7) by 24.5 points.
From 2017 to 2018, the third grade scores increased by 25.9 points in ELA (59.9 to 85.8), by 27.6 points in Math (65.5 to 93.1) and by 28.9 points in Social Studies (38.0 to 66.9).	On the Whole School SPS Assessment Index Trend Data, third grade scores decreased from 2018-2019 by 10.4 points in ELA (85.8 to 75.4), by 12.7 points in Math (93.1 to 80.4) and by 12.7 points in Social Studies (66.9 to 54.2).
In the past three years, the third grade Math was the highest subject area (2017 with 65.5 Assessment Index points, 2018 with 93.1 Assessment Index points and 2019 with 80.4 Assessment Index points). "Solve Time, Area, Measurement, & Estimation Problems" was the highest subcategory in 2019 at 54% proficient.	In two of the three years, third grade Social Studies was the lowest subject area (2017 with 38.0 Assessment Index points and 2019 with 54.2 Assessment Index points), and in the 2019 school year, the third grade Social Studies Economics Subcategory was the lowest at 25% scoring Mastery or Advanced on the LEAP 2025.
In the past three years, the third grade Math was the highest subject area (2017 with 65.5 Assessment Index points, 2018 with 93.1 Assessment Index points and 2019 with 80.4 Assessment Index points). "Solve Time, Area, Measurement, & Estimation Problems" was the highest subcategory in 2019 at 54% proficient.	In two of the three years, third grade Social Studies was the lowest subject area (2017 with 38.0 Assessment Index points and 2019 with 54.2 Assessment Index points), and in the 2019 school year, the third grade Social Studies Economics Subcategory was the lowest at 25% scoring Mastery or Advanced on the LEAP 2025.
According to the Subgroup Index Trend Data Analysis, in 2019, the White subgroup was the highest in Math at 83.1 points, Science at 81.0 points and Social Studies at 68.5 points.	According to the Subgroup Index Trend Data Analysis, in 2019, the Students with Disabilities subgroup was the lowest in ELA at 39.3 points, Math at 33.5 points and Social Studies at 28.6 points.
In the Whole School, the Hispanic subgroup has increased their index scores by at least 8.3 points each year. (68.1 points in 2019).	Although the subgroups fluctuate throughout the years, in ELA the Black subgroup decreased their index scores by the most points (31.2 in 2019).
In 2019, the subgroup with the highest SPS score was Two or More Races at 87.8 points.	In 2019, the SPED subgroup has the lowest SPS score at 48.6 points.
The Two or More Races subgroup in ELA has been the highest Index for three	Students with Disabilities is the weakest subgroup in ELA for three of the past

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of the past four years (65.7 points in 2016, 87.3 points in 2017, 93.3 points in 2019).	four years (32.6 points in 2016, 43.6 points in 2018, 39.3 points in 2019).
<b>DATA SOURCES:</b> School Demographic Information, DIBELS Trend Data, School Performance Scores (SPS), CRT Subject Indexes Trend Data, Assessment Index Comparison for Student Growth Purposes, Trend Data, ELA and Math Claim/Subcategory Data, Subgroup Percent Proficiency, CRT Assessment Index, Dropout Credit Accumulation Index (DCAI), ACT Trend Data, WorkKeys, HISET Trend Data, EOC Trend Data, Graduation Index-Strength of Diploma, Cohort Graduation Rate, Discipline Data	
<p><b>GOALS</b></p> <ul style="list-style-type: none"> <li>• <i>Goals must be <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>esults-focused, and <u>T</u>ime-bound.</i></li> <li>• <i>Must Include at Least 3 Academic Goals Aligned to the Most Current School Data Analysis</i></li> <li>• <i>Must Include at Least 1 Subgroup Goal</i></li> </ul>	
1. K students will increase reading achievement by increasing the percentage of students scoring At or Above Benchmark on DIBELS Next by 17% points from Fall 2019 to Spring 2020: K-44% to 61%.	
2. By May 2020, 85% of Kindergarten students will score proficient (level 4 or above) in the Language and Literacy Domain on the DRDP-K from 5% in Fall 2019 to 85% in Spring 2020.	
3. By May 2020, 85% Pre-Kindergarten students will increase one level on seven of twelve dimensions on the Literacy Domain of My Teaching Strategies assessment.	
4. By May, 2020, we will increase the percentage of students scoring emergent (level 3) in the Kindergarten subgroup, Students with Disabilities, on the Language and Literacy Domains on the DRDP-K from 0% in Fall 2019 to 80% in Spring 2020.	
5. By May 2020, 85% of Kindergarten students will score proficient (level 4 or above) in the Math Domain on the DRDP-K from 0% in Fall 2019 to 85% in Spring 2020.	

**2. PARENT AND FAMILY ENGAGEMENT**

- *The SIP must be developed with the involvement of parents and other members of the community to be served, as well as individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel, and school staff. If the plan relates to a secondary school, students may be included and other individuals determined by the school.*
- *The SIP shall be available to the District, parents, and the public, and information contained in the plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.*
- *Each school must meet ESSA requirements, including the development and implementation of a parent and family engagement policy that includes a school-parent compact outlining shared responsibility for high student academic achievement.*

PARENT/FAMILY ENGAGEMENT ACTIVITY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY	EFFECTIVENESS
<p><b>Describe how all parents will be involved in the design and evaluation of the SIP (include the month that activity will take place):</b></p> <p><u>Design:</u></p> <ul style="list-style-type: none"> <li>• The SIP committee school members will attend meetings for Data Analysis (September 2019) and the designing of the School Improvement Plan (November 2019).</li> <li>• Parent representatives/PTA members will be invited to the Title I/SIP Committee Meetings and asked to give input (Data Analysis October and SIP November). There are two parents on the committee.</li> <li>• A notice will be sent home informing the parents/families of the SIP posting on the website and input is encouraged.</li> </ul> <p><u>Evaluation:</u></p> <ul style="list-style-type: none"> <li>• At Open House, Admin. will review the SIP Evaluation from the previous school year.</li> <li>• Feedback is obtained from parents through Tickets-Out-The Door at the November PFE Event during which the components of the SIP are reviewed.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4, 5</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> paper, copier, toner, laminating film</p>	<p><b>Effectiveness Measure:</b> Parent Survey</p> <hr/> <p><b>Effectiveness Results:</b></p>

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<ul style="list-style-type: none"> <li>• Parent/family input from 2020 Spring Survey.</li> <li>• Parents/families on the Title 1/SIP committee / PTA members will review evaluation results and based on these results revise the Policy/compact; May, 2020.</li> </ul>				
<p><b>Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:</b></p> <ul style="list-style-type: none"> <li>• Parents are encouraged to join PTA and classes with 100% membership are rewarded.</li> <li>• SAT meetings- held on Thursdays to gather information and input about student from parents/families noted on the SAT forms.</li> <li>• Individual Educational Plan (IEP) meetings-held once per school year (or more often as necessary) to gather information and input about student from parents/families noted on the IEP.</li> <li>• Parent Conferences- held two times per school year (or more often as necessary) to gather information and input about student noted on conference form if there is a concern.</li> <li>• A Parent Survey will be given to parents to ask for input regarding PFE recommendations and preferences.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4, 5</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Paper, copier, postage, folders for check in/check out</p>	<p><b>Effectiveness Measure:</b> LPE Parent Survey Title I Parent Survey</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Describe how the school communicates information to parents regarding the strategies and activities in the SIP, curriculum, assessments, student progress, etc.:</b></p> <ul style="list-style-type: none"> <li>• During Literacy Morning in September, the TRT will review the SIP Evaluation from the previous school year. Goals of the SIP, goals of the 18-19 Title 1</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4, 5</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> </ul>	<p><b>Items Needed:</b> Paper, toner, printer ink, folders</p>	<p><b>Effectiveness Measure:</b> Tickets Out the Door Title I Parent Survey</p>

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<p>program, and results will be shared.</p> <ul style="list-style-type: none"> <li>• At the November PFE Activity, the SIP is disseminated with parents, as well as how Title I funds support the school.</li> <li>• A Language Ages and Stages informational parent/family packet will be given to parents during a meeting related to language development in December.</li> <li>• Parents are also updated at the Spring PFE event about the SIP and Title I.</li> <li>• A DIBELS Next informational booklet will be given to kindergarten parents prior to DIBELS assessment.</li> <li>• Report cards are sent home each nine weeks for kindergartens students. Progress reports are sent home with pre-k students twice yearly.</li> <li>• School Handbook is sent home with each student at the beginning of the school year.</li> <li>• Teachers hold a beginning of the year meeting and then are required to hold at least two conferences during the school year. At the beginning of the year, parents/families are informed of different types of testing used to assess the student's progress and the purpose of the assessments. During conferences, teachers and parents/families discuss the child's progress, the proficiency levels the child should meet, and ways to help at home.</li> <li>• A district letter is sent home at the end of the first nine weeks in kindergarten explaining the social emotional skills</li> <li>• School website includes parent links to education resources that are available on the website</li> <li>• Progress reports for students receiving special education services are sent home each nine weeks.</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input type="checkbox"/> Other</li> </ul>		<p><b>Effectiveness Results:</b></p>
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<ul style="list-style-type: none"> <li>• Individual Education Plans (IEPs) meetings during which student progress is discussed, teacher and parent concerns are addressed, a plan of action is set, goal and objectives are created.</li> <li>• Student Assistance Team (SAT) meetings.</li> <li>• Teacher Webpages located on the Student Progress Center for individual classroom information include important dates and curriculum information.</li> <li>• Check In/Check Out (PBIS Folders) tier 2 behavior intervention where students receive adult mentoring are sent home.</li> <li>• Principal’s Newsletter/updates monthly</li> <li>• Robo Calls (as needed for important announcements)</li> <li>• Parent/Family Activities – curriculum shared through planned activities</li> <li>• Progress reports for students receiving special education services are sent home each nine weeks.</li> </ul>				
<p><b>Translation Services:</b></p> <ul style="list-style-type: none"> <li>• Schools must ensure that all staff communicate with LEP families in a language they can understand and notify LEP families of any program, service, or activity communicated to English-speaking families, <b>to the extent practicable.</b> (<i>Title VI of the Civil Rights Act of 1964</i>)</li> <li>• Parents in need of translation services to discuss student progress, assessment results, student concerns, etc. will contact the school and a conference will be arranged with a certified translator.</li> <li>• Items That May Need to Be Written &amp; Translated include: Handbooks/Discipline policies; Disciplinary notices; Report Cards/Progress Reports; Parent</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4, 5</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input checked="" type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Copier, supplies, toner, paper</p>	<p><b>Effectiveness Measure:</b> Title I Parent Survey</p> <hr/> <p><b>Effectiveness Results:</b></p>

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<p>Permission Forms; Testing Information; Registration Documents; Home Language Survey, etc.</p> <ul style="list-style-type: none"> <li>Items that May Need to Be Verbally Interpreted include: Registration &amp; Enrollment process; Counseling on Eligibility for EL Program; Disciplinary Hearings; Orientation/Back to School events; Parent-Teacher Conferences; Medical Emergencies/Nurse Calls; School-Wide Announcements over intercom; Special Education meetings; etc.</li> </ul>				
<p><i>Describe specific strategies/activities to assist parents and families in understanding such topics as the challenging State academic standards, State and local assessments, and how to monitor a child's progress. Also, describe activities that provide materials and training to help parents work with their children to improve academic achievement. Include the month that the activity will take place if applicable.</i></p> <p><i>In compliance with LA Act 436, at least three meetings will be held during the school year to provide parents with information on how to access the curriculum. This information will be provided during school Open House events, PTA meetings, and other parent orientation meetings.</i></p>				
<p><b>Parent Family Engagement Activity 1:</b></p> <p><u>Literacy Learning Morning Event – September 2019</u></p> <ul style="list-style-type: none"> <li>Parents/families will have the opportunity to investigate literacy curriculum ideas and participate and engage with their children in each activity and instructional games.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Copier, supplies, toner, paper, laminating supplies, Instructional Materials: small food items, construction paper, scissors, glue, crayons, markers, googly eyes, glitter, chenille stems</p>	<p><b>Effectiveness Measure:</b> Ticket out the door Attendance Rate</p> <hr/> <p><b>Effectiveness Results:</b></p>



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<p><b>Parent Family Engagement Activity 2:</b></p> <p><u>STEAM Night Event – October 2019</u></p> <ul style="list-style-type: none"> <li>• Parents/families will have the opportunity to investigate science, technology, engineering, art and math concepts.</li> <li>• STEM predictions, activities, and experiments will be utilized as well as other age appropriate and related activities (grocery store, sink and float, sky lab).</li> <li>• Higher order thinking questions and predictions will be utilized where ever possible.</li> <li>• A written component will be utilized with applicable stations.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4, 5</p>	<p><b>Budgets</b> used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I  <input checked="" type="checkbox"/> GFF  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Title IV  <input type="checkbox"/> Perkins  <input type="checkbox"/> JAG  <input type="checkbox"/> Bond Money  <input type="checkbox"/> DSS  <input type="checkbox"/> Other</p>	<p><b>Items Needed:</b></p> <p>Pizza, paper plates, wood sticks, borax, straws, Ziploc bags, cereal, glow in the dark paint, balloons, mixing bowls, salt, cinnamon, black pepper, pumpkins in assorted sizes, bathroom cups</p>	<p><b>Effectiveness Measure:</b> Ticket out the door Attendance Rate</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Parent Family Engagement Activity 3:</b></p> <p><u>Thanksgiving Experience Event – November 2019</u></p> <ul style="list-style-type: none"> <li>• Parents and students will work together on activities to reinforce basic math and literacy foundational skills.</li> <li>• Parents/families are given handouts of activities that reinforce literacy and math learning demonstrated at the event and will help their children learn at home.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4, 5</p>	<p><b>Budgets</b> used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I  <input checked="" type="checkbox"/> GFF  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Title IV  <input type="checkbox"/> Perkins  <input type="checkbox"/> JAG  <input type="checkbox"/> Bond Money  <input type="checkbox"/> DSS  <input type="checkbox"/> Other</p>	<p><b>Items Needed:</b></p> <p>Die cut blocks and storage, used to create booklets and manipulatives for ELA and Math Copier, supplies, toner, paper, laminating supplies, instructional Materials: small food items, construction paper, scissors, glue, crayons, markers, googly eyes, glitter, chenille stems, new books if needed*food items are used: in math for manipulatives, in literacy for sequencing, following directions</p>	<p><b>Effectiveness Measure:</b> Ticket out the door Attendance Rate</p> <hr/> <p><b>Effectiveness Results:</b></p>

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<p><b>Parent Family Engagement Activity 4:</b></p> <p><u>Winter Wonderland Reading/Math Experience – December 2019</u></p> <ul style="list-style-type: none"> <li>• Parents/families will experience ways to work with their children on concepts and skills to increase academic success.</li> <li>• The ideas can be incorporated at home and used throughout the year to strengthen reading and math skills.</li> <li>• A take-home packet of activities will be given to parents/families to help their children learn at home.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4, 5</p>	<p><b>Budgets</b> used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I  <input checked="" type="checkbox"/> GFF  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Title IV  <input type="checkbox"/> Perkins  <input type="checkbox"/> JAG  <input type="checkbox"/> Bond Money  <input type="checkbox"/> DSS  <input type="checkbox"/> Other</p>	<p><b>Items Needed:</b>  Copier, supplies, toner, paper, laminating supplies, Food items, construction paper, scissors, glue, crayons, markers, google eyes, glitter, chenille stems, new books  *food items are used as: in math as manipulatives, in literacy as sequencing, following directions  Die cut blocks and storage, used to create booklets and manipulatives for ELA and Math</p>	<p><b>Effectiveness Measure:</b>  Ticket out the door  Attendance Rate</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Parent Family Engagement Activity 5:</b></p> <p><u>Kindergarten DIBELS Meeting- February 2020</u></p> <ul style="list-style-type: none"> <li>• Parents/families will be provided with the mCLASS Literacy Performance Report on their child to view</li> <li>• Parents will learn about DIBELS assessments from Kindergarten teachers</li> <li>• Parents/families will be provided with strategies to assist with reading</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4</p>	<p><b>Budgets</b> used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I  <input checked="" type="checkbox"/> GFF  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Title IV  <input type="checkbox"/> Perkins  <input type="checkbox"/> JAG  <input type="checkbox"/> Bond Money  <input type="checkbox"/> DSS  <input type="checkbox"/> Other</p>	<p><b>Items Needed:</b>  Paper (parent invitations), mCLASS reports, Take home packets for parents</p>	<p><b>Effectiveness Measure:</b>  Ticket out the door  Attendance Rate</p> <hr/> <p><b>Effectiveness Results:</b></p>

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<p><b>Parent Family Engagement Activity 6:</b></p> <p><u>Read Across America- March 2020</u></p> <ul style="list-style-type: none"> <li>• Students participate in literacy based activities with parents</li> <li>• Students will dress up as their favorite Dr. Seuss character (pending District approval)</li> <li>• Parents will receive handouts of reading strategies to use with their children to connect learning at home.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Copier, Paper, Laminating Supplies, Scissors, Construction Paper, Glue, Books</p>	<p><b>Effectiveness Measure:</b> Ticket out the door Attendance Rate</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Parent Family Engagement Activity 7:</b></p> <p><u>Summer Reading Initiative- April 2020</u></p> <ul style="list-style-type: none"> <li>• Breakfast will be served to entice parents to attend</li> <li>• Kindergarten students who receive books will be identified through DIBELS assessment (Intensive/Strategic)</li> <li>• Pre-Kindergarten students who receive books will be identified through TS Gold data (Below Expectations)</li> <li>• The My Books Summer reading program will be introduced to parents.</li> <li>• The My Books Summer reading program provides students with fiction and nonfiction authentic books over the summer months.</li> <li>• Students keep the books which allows them to establish or expand a personal library.</li> <li>• Each take-home pack includes books, think sheets, journal, post card, colored pencils and a reading challenge.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Scholastic At-Home reading kits Breakfast items, paper plates</p>	<p><b>Effectiveness Measure:</b> Ticket out the door Attendance Rate</p> <hr/> <p><b>Effectiveness Results:</b></p>

### 3. SCHOOLWIDE PLAN STRATEGIES

The schoolwide plan shall include a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:

- *Provide opportunities for all children, including each of the subgroups of students, to meet the challenging State academic standards*
- *Use methods and evidence-based instructional strategies that strengthen the core academic program in the school, increase the quantity and quality of learning time, and help provide an enriched and rigorous curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;*
- *Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards; and*
- *Use evidence-based strategies to improve the achievement of the lowest-achieving students. (Include a description of how and when the strategies will be implemented. Be sure strategies are aligned to areas identified in the comprehensive needs assessment.)*

### Core Instruction

SCHOOLWIDE PLAN STRATEGY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY:	EFFECTIVENESS
<p><b>Rigorous, Standards-Based Curriculum: Kindergarten:</b></p> <ul style="list-style-type: none"> <li>• ReadyGEN reading series is being used in Kindergarten</li> <li>• IRLA Independent Reading Level Assessment and Toolkit is being used in Kindergarten</li> <li>• Eureka Math resources are being used in Kindergarten</li> <li>• Inspire Science series is being used in Kindergarten</li> <li>• During Literacy and Math Work Stations, groups will receive differentiated instruction with the teacher. Needs will be addressed using a variety of methods.</li> <li>• Kindergarten Paraprofessional supports students during small group instructional time by facilitating cooperative learning groups. She supports all kindergarten classrooms daily.</li> <li>• BOOST will be utilized for all students primarily in stations for students not receiving interventions. Boost is BURST’s practice app. The BOOST application progresses students through leveled practice; as the</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4, 5</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input checked="" type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Eureka supplemental materials 20 iPads 20 iPad Cases 2 iPad Charging Carts Writing Journals</p>	<p><b>Effectiveness Measure:</b></p> <p><b>Kindergarten:</b> DRDP-K scores DIBELS Next Goal</p> <p><b>Pre-Kindergarten:</b> My Teaching Strategies Gold</p> <p><b>Effectiveness Results:</b></p>

<p>student’s scores and automaticity get higher, the application “unlocks” more advanced skills.</p> <ul style="list-style-type: none"> <li>• Thinking Maps are utilized during writing instruction. Instruction progresses from modeling at the beginning of the year and the responsibility is released as students gain ability.</li> <li>• Implementation of the Math Curriculum of the Guaranteed Curriculum along with resources from Everyday Math counts, Eureka materials, and My Math materials and supplies.</li> <li>• Writing Journals to Support ELA/Math Instruction</li> </ul> <p><b>Pre-Kindergarten:</b></p> <ul style="list-style-type: none"> <li>• OWL curriculum is being used in Pre-K</li> <li>• Learning centers, modeling, hands on, kinesthetic-movement, and practice opportunities are used throughout the school.</li> <li>• Pre-K whole class instruction is done daily. This time focuses on the <i>Language Modeling</i> and <i>Concept Development</i> domains of CLASS. Through songs, question of the day, morning message, and quality literature, skills such as concepts of print, letter identification, and letter sound correspondence are embedded.</li> <li>• Whole group and small group instruction of concepts of print</li> <li>• Phonemic awareness skills are taught through whole and small group poems, songs, rhyming games, and literature.</li> <li>• Small groups are utilized within lessons in order to encourage peer modeling and language development</li> <li>• Center activities are differentiated in order to provide scaffolding for students.</li> </ul>				
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<p><b>Use of Academic Assessments to Improve Instruction:</b></p> <p><b>Kindergarten:</b></p> <ul style="list-style-type: none"> <li>• DIBELS Next- diagnostic tool to identify students who need additional support in reading foundational skills</li> <li>• DIBELS Next progress monitoring at the end of each BURST cycle</li> <li>• ReadyGen writing performance task and selection test will be done at the end of each unit/module</li> <li>• DRDP-K data will be used to analyze the ongoing acquisition of Louisiana State Standards in ELA and Math for Kindergarten.</li> <li>• Eureka assessments will be completed at the end of each topic.</li> <li>• Common Assessments: Kindergarten Checklist, ReadyGEN Assessments, Eureka</li> </ul> <p><b>Pre-Kindergarten:</b></p> <ul style="list-style-type: none"> <li>• Checkpoint Data from <i>My Teaching Strategies</i> (MTS) is gathered at the beginning, middle, and end of the school year to identify areas of need for Pre-K students.</li> <li>• MTS is used to gather anecdotal data for Pre-K students throughout the year in areas of Math, Literacy and Social Emotional skills. Strategies given in each area are used as resources to guide small group instruction.</li> <li>• To ensure strategies are being done with fidelity, the principal will conduct teacher observations and monitor teacher SLTs. Strategies will be documented in teacher lesson plans.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4, 5</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input checked="" type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> DIBELS licenses</p>	<p><b>Effectiveness Measure:</b> Reflection</p> <hr/> <p><b>Effectiveness Results:</b></p>
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<p><b>Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>:</b>  <b>All SPED students receive the above curriculum. Additionally, all SPED students receive the following:</b></p> <ul style="list-style-type: none"> <li>Kindergarten Inclusion classes allow a least restrictive environment for students with disabilities</li> <li>Students participate in the Blended Class as per IEP minutes/goals</li> <li>Tracking of IEP goals are ongoing</li> <li>Kindergarten Inclusion paraprofessional services kindergarten SPED students</li> </ul>	<p><b>Goal(s):</b> 4</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input checked="" type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b> Tracking Reports Progress Reports</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Strategies, Curriculum, and Assessments Specific to <u>English Learners</u>:</b></p> <ul style="list-style-type: none"> <li>The LA Connectors for English Learners will be utilized to describe how language is used to meet the rigorous demands in each grade and grade band toward rigorous content demands. This will allow the EL student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science.</li> </ul> <p><b>Describe the EL program at your school, including how and what services are provided to the EL students:</b></p> <ul style="list-style-type: none"> <li>The EL paraprofessional will push in intervention for students. Students will be supported in vocabulary, receptive language, and expressive language.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 5</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input checked="" type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b> ELPT <b>Kindergarten:</b> BURST Vocabulary Progress Monitoring</p> <hr/> <p><b>Effectiveness Results:</b></p>

**Interventions for At-Risk Students**

<p><b>Process for Determining Student Participation in School and Classroom Interventions:</b>  <b>Kindergarten</b></p> <ul style="list-style-type: none"> <li>DIBELs Next is administered 3 times per year. Students scoring at the strategic/intensive level on the DIBELs NEXT benchmark assessment and by teacher recommendation will receive BURST interventions. Progress monitoring is administered at the end of each BURST cycle to make groups fluid. Students that are no longer in need are returned to the whole group, and newly identified students needing support are added to BURST groups.</li> <li>BOOST will be utilized for students in the BURST program. The BOOST application provides additional, independent practice of specific skills students work on during intervention time with the teacher or tutor.</li> <li>DRDP-K (Language &amp; Literacy and Math Domains) is administered 3 times per year. Students scoring in at-risk levels on DRDP-K or by teacher observation will receive classroom interventions. Teacher observation and/or work samples will be used to determine mastery of skills and adjust intervention groups on an ongoing basis.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4, 5</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input checked="" type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> DIBELs licenses DRDP – K Rubric and Spreadsheet Tutors</p>	<p><b>Effectiveness Measure:</b>  <b>Kindergarten:</b> Reflection  <b>Pre-Kindergarten:</b> Reflection</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Opportunities and Interventions for Students in Need:</b>  <b>Kindergarten:</b></p> <ul style="list-style-type: none"> <li>Teachers and 1 certified tutor will provide BURST interventions for at risk students daily during designated intervention block. The tutor will push in</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4, 5</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input checked="" type="checkbox"/> LA4</li> </ul>	<p><b>Items Needed:</b> Burst Licenses</p>	<p><b>Effectiveness Measure:</b>  <b>Kindergarten:</b> DIBELs Effectiveness Spreadsheet  <b>Pre-Kindergarten:</b> My Teaching Strategies Reports</p>



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<p>to each classroom. There will be two teachers per 30-minute intervention block.</p> <p><b>Pre-Kindergarten:</b></p> <ul style="list-style-type: none"> <li>Based on My Teaching Strategies Data, interventions will be developed during PLCs to ensure success of students who are not progressing.</li> </ul>		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other		<p><b>Effectiveness Results:</b></p>
<p><b>Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:</b></p> <ul style="list-style-type: none"> <li>MHP referral (as necessary)</li> <li>Consistent monitoring of Kindergarten DIBELS data at the end of each BURST cycle to determine students that continue to experience difficulty.</li> <li>Parent conferences are held for students who continue to experience difficulty.</li> <li>The teacher will address continued difficulties through the Teacher Assistance Team (TAT) process.</li> <li>The student will be referred for the Student Assistance Team (SAT) process.</li> <li>SAT Packet which contains various documents including, but not limited to, speech/language screening, vision/hearing screening, motor screening and assistive technology checklist.</li> <li>The Student Assistance Team reviews the students' data, assigns an intervention if needed and decides on appropriate screenings.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4, 5</p>	<p><b>Budgets</b> used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other	<p><b>Items Needed:</b> DIBELS license</p>	<p><b>Effectiveness Measure:</b> Reflection</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Interventions Specific to Students with Disabilities:</b></p> <ul style="list-style-type: none"> <li>Early childhood Special Education</li> <li>Blended Pre-K Class</li> <li>Special Education Inclusion Paraprofessional will work with students daily to address kindergarten students' needs</li> </ul>	<p><b>Goal(s):</b></p>	<p><b>Budgets</b> used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input checked="" type="checkbox"/> LA4	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b> DIBELS Effectiveness Spreadsheet SPED Tracking Reports SPED Progress Reports</p>

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<ul style="list-style-type: none"> <li>• All K inclusion classes (classes include special education students)</li> <li>• Students participate in the Speech Therapy as per IEP minutes/goals</li> <li>• Curriculum is followed in conjunction with IEP goals and minutes</li> <li>• Modeling instructional practices that the student will be able to understand and follow</li> <li>• Provide prompts that the student is able to use</li> <li>• Present information visually and verbally</li> <li>• Scaffolding curriculum</li> <li>• BURST intervention groups based on DIBELS Next data</li> <li>• A committee meets monthly with our speech therapist/Assistive Technology team leader to discuss Assistive Technology</li> <li>• A committee meets monthly with our special education coordinator to discuss changes in special education policies, student needs, and additional trainings on Special Education Reporting Services (SER).</li> </ul>		<input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other		<p><b>Effectiveness Results:</b></p>
<p><b>Interventions Specific to English Learners:</b></p> <ul style="list-style-type: none"> <li>• BURST vocabulary intervention groups</li> <li>• Kindergarten EL students who scored at risk on the BURST vocabulary assessment are placed into BURST intervention groups with an emphasis in vocabulary.</li> <li>• An English Language Learner paraprofessional comes on Monday and Wednesday mornings for half hour to work with students within the classrooms.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 5</p>	<p><b>Budgets</b> used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input checked="" type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b> ELPT DIBELS Effectiveness Spreadsheet</p> <hr/> <p><b>Effectiveness Results:</b></p>

**Support and Extended Learning**

<p><b>Support Structures and Programs that Provide Collaborative Support for Student Learning (e.g. Speech, Enrichment Classes, Accelerated Classes, Kids-In-Transition, P.E., Art, Music):</b></p> <ul style="list-style-type: none"> <li>• Students participate in the Speech Therapy as per IEP minutes/goals</li> <li>• Occupational Therapy is provided weekly or according to IEP minutes for students needing to work on fine motor skills</li> <li>• Adaptive Physical Education is provided weekly or according to IEP minutes to work on gross motor skills</li> <li>• Physical Therapy is provided weekly or according to IEP minutes to improve muscle movement and strength</li> <li>• Assistive Technology is provided weekly or according to IEP minutes to increase students’ communication skills</li> <li>• Teaching Strategies OSEP (Office of Special Education Program)</li> <li>• Art, Physical Education, Music and Library classes</li> <li>• Kids in Transition (KIT)</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4, 5</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input checked="" type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b> Reflection</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Extended Learning Opportunities within and beyond the School Day and the School Year (e.g. 21<sup>st</sup> Century, before or after school tutoring, field trips):</b></p> <ul style="list-style-type: none"> <li>• 21<sup>st</sup> Century- available to a limited number of kindergarten students identified as the most at-risk in ELA and/or Math</li> <li>• Louisiana Philharmonic Orchestra – students attended</li> </ul>	<p><b>Goal(s):</b></p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> </ul>	<p><b>Items Needed:</b> Copier, supplies, toner, paper</p>	<p><b>Effectiveness Measure:</b> Reflection</p>

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<p>a concert presented by the LPO where they were instructed on the basic structure of the structure of the orchestra. This supports the state standard of the music curriculum.</p> <ul style="list-style-type: none"> <li>• The Pearl River Police Department talks with students about their job and general safety. We have a 9-1-1 presentation and handwashing presentation. The PRFD discusses fire safety with the students.</li> <li>• The students will travel to the high school for a dramatic play in the fall to experience literary performing arts.</li> </ul>		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input checked="" type="checkbox"/> Other		<p><b>Effectiveness Results:</b></p>
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***Other Strategies and Activities to Improve Students' Skills Outside of the Academic Subject Areas***

<p><b>Mental Health Provider Services:</b></p> <ul style="list-style-type: none"> <li>• Due to the transient and often unstable environments that many of our school's students experience, a full-time <b>Mental Health Provider (MHP)</b> will work with students. This counseling will help to improve academic achievement of students by helping them to develop coping strategies for handling conflicts and stresses they are facing in life. This will allow them to focus on their academic assignments in the classroom. Students will be selected through a referral process and will work with the MHP for varying amounts of time dependent on need. The school's administrators will monitor implementation of the MHP program.</li> <li>• MHP works with K classes weekly and Pre-K classes biweekly to encourage and teach positive behaviors, peer interactions, and social skills. She utilizes Conscious Discipline and Second Steps to provide students with tools needed for appropriate social and behavioral expectations.</li> <li>• She works individually with teachers of students who experience adjustment or behavior issues.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4, 5</p>	<p><b>Budgets used to support this activity:</b></p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b> Reflection</p> <hr/> <p><b>Effectiveness Results:</b></p>
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<p><b>Counseling Services:</b></p> <ul style="list-style-type: none"> <li>The MHP also provides counseling with individual students who have parental permission. She works with teachers who need to do DCFS reports. She also consults with parents and with outside counselors when parents request this consultation. She attends IEPs when her service minutes are part of the plan. She also attends SAT meetings when the student has behavior or adjustment issues.</li> <li>Her responsibilities also include assisting with Threat of Violence, determining if FBA and BIPs are necessary, writing of the FBA, and implementation of the BIPs.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4, 5</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b> Reflection</p> <hr/> <p><b>Effectiveness Results:</b></p>
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**Implementation of a schoolwide tiered model to prevent and address problem behavior:**

<p><b>Strategies Used to Prevent and Address Problem Behavior:</b></p> <ul style="list-style-type: none"> <li>All teachers utilize the <i>Second Steps</i> social skills curriculum.</li> <li>PBIS is used throughout the school to promote positive behavior.</li> <li>Common area rules are posted, and expectations are introduced, explained and reviewed during morning meeting.</li> <li>Classroom teachers, MHP, TRT, and the administrator teach and reinforce positive behavior.</li> <li>PBIS Quarterly Incentives:             <ul style="list-style-type: none"> <li>1<sup>st</sup> Nine Weeks-Behavior Bash:</li> <li>2<sup>nd</sup> Nine Weeks-Popcorn Party</li> <li>3<sup>rd</sup> Nine Weeks-Fairy Tale Parade</li> <li>4<sup>th</sup> Nine Weeks-Water Day</li> </ul> </li> <li>GEM of the Month: One student from each class that demonstrates the GEM (Good Attitude, Enjoy Yourself, Make Somebody's Day) expectations consistently is chosen monthly for a celebration.</li> </ul>	<p><b>Goal(s):</b></p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input checked="" type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Stickers, folders, paper, copier supplies, Velcro Dots, PBIS Charms</p>	<p><b>Effectiveness Measure:</b> Reflection</p> <hr/> <p><b>Effectiveness Results:</b></p>
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<ul style="list-style-type: none"><li>• Classroom Behavior/Incentive Boards</li><li>• Individual Behavior/Incentive Charts</li><li>• Monthly PBIS Charms</li><li>• Check In/Check Out (Tier 2 PBIS support/check in-checkout) parents/families are made aware of the program, give permission for the child to be in the program, and keep a communication folder with the teacher and Check In/Check Out personnel.</li><li>• GEM Assistant-Job Responsibility Contract for motivation of identified Tier 2 students</li><li>• Students that are having difficulty adjusting due to such things as parents absent from the home, new siblings or anger, will be discussed in SAT if affecting academic progress. If deemed needed and with parental/guardian permission, the student is assigned a Check In/Check Out. This person will meet with the child once or twice a day to help with self-esteem, anger management and attention-seeking behaviors. As a Response to Intervention program the data will be analyzed to consider further action.</li></ul>				
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<b>Strategies for Assisting Students in the Transition from One School to the Next:</b>				
<p><b>Transition Activities for Incoming and Outgoing Students:</b></p> <ul style="list-style-type: none"> <li>• Spring Meet and Greet-This is for incoming students and their parents/families. Flyers are sent home with enrolled students, the local Head Start and posted in the local grocery store. This Meet and Greet is held in April after school. Teachers, Principal and the TRT give tours to prospective students and their families. Attendees are provided with an informational packet and given opportunities to ask questions about the school. A ticket out the door will be provided to assess effectiveness.</li> <li>• The school website contains registration information, supply lists, Title I information, school newsletters and class information.</li> </ul> <p><b>Incoming Students at the Beginning of the School Year:</b></p> <ul style="list-style-type: none"> <li>• Pre-Kindergarten and Kindergarten Orientations/Meet the Teacher</li> <li>• Fall Open House for all incoming students and their families</li> <li>• The school website contains registration information, supply lists, Title I information, school newsletters and class information.</li> </ul> <p><b>Incoming Students During the School Year:</b></p> <ul style="list-style-type: none"> <li>• Meet the teacher prior to start date</li> <li>• Assign Peer Buddy</li> <li>• Welcome at Morning Meeting</li> </ul> <p><b>Outgoing Kindergarten Students:</b></p> <ul style="list-style-type: none"> <li>• There is an end of the year program during which students perform and then go back to their classroom</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4, 5</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Copier, supplies, toner paper</p>	<p><b>Effectiveness Measure:</b> Title I Parent Survey</p> <hr/> <p><b>Effectiveness Results:</b></p>

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<p>for a presentation. Parents are encouraged to attend.</p> <ul style="list-style-type: none"><li>• The outgoing students will tour Riverside Elementary, and the parents/families of kindergarten students are invited. A short presentation will be led by Riverside’s principal.</li><li>• The receiving school provides information to the outgoing school which is sent home with the K students.</li></ul> <p><b><i>Pre-K Students Going to K:</i></b></p> <ul style="list-style-type: none"><li>• Tour Kindergarten classrooms</li><li>• Kindergarten Orientation/Meet the Teacher prior to start of school year</li></ul>				
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## Professional Development

**High Quality and Ongoing Professional Development for Teachers, Paraprofessionals, and Other School Personnel to Improve Instruction, Use Data from Academic Assessments, and to Recruit and Retain Effective Teachers, Particularly in High-Needs Schools/Subjects:**

<p><b>Professional Learning Communities (PLCs):</b></p> <ul style="list-style-type: none"> <li>• PLC Meetings will be held twice a month for 3 hours starting in September. Teacher Substitutes will be hired for the ½ day PLC meetings through May.</li> <li>• Teachers will make a copy of PLC sign-ins agendas and any documents. TRT will receive originals which will then be placed in the Title I box.</li> <li>• Teachers are expected to participate in Professional Learning Community sessions and faculty meetings where data – driven decision-making is implemented.</li> <li>• Data – driven decision-making is implemented</li> <li>• Teachers are to ensure curriculum alignment between instruction and assessment.</li> </ul> <p><b><u>Pre-Kindergarten</u></b></p> <ul style="list-style-type: none"> <li>• In Pre-K, My Teaching Strategies data is analyzed to identify areas of need. Small group lessons are developed, implemented, and assessed for effectiveness. Teachers then bring this data back to discuss the next plan of action.</li> </ul> <p><b><u>Kindergarten</u></b></p> <ul style="list-style-type: none"> <li>• DIBELS, Ready Gen, and Eureka assessment data is analyzed</li> <li>• Teachers are to use the data to design lessons and small group instruction for at-risk students</li> <li>• Teachers are expected to participate in Professional Learning Community sessions and faculty meetings</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4, 5</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Copier, supplies, toner, paper substitutes</p>	<p><b>Effectiveness Measure:</b> Teacher Survey Reflection</p> <hr style="border-top: 1px dashed black;"/> <p><b>Effectiveness Results:</b></p>
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<p>where data – driven decision-making is implemented.</p> <ul style="list-style-type: none"> <li>• Teachers are to ensure curriculum alignment between instruction and assessment.</li> <li>• Kindergarten CLASS Implementation-Emotional Support, Classroom Organization, Instructional Support</li> <li>• Pre-Kindergarten CLASS Focus-Instructional Support</li> </ul>				
<p><b>Other Professional Development:</b></p> <ul style="list-style-type: none"> <li>• District Professional Development-August 6 and 7, 2019</li> <li>• Managing Mayhem Book Study-October 11, 2019 at Cypress Cove Elementary</li> <li>• IRLA Learning Lab</li> <li>• ReadyGEN Writing PD with Emily Mull (ELA Curriculum Specialist)</li> <li>• Science PD with Tracy Pendry (Science/SS Curriculum Specialist)</li> <li>• Pre-K attends parish wide professional development at the beginning or the school year, at the end of the first quarter and the end of the third quarter.</li> <li>• K attends parish wide professional development at the beginning or the school year.</li> <li>• Learning walks are set up for teachers throughout the school year as job embedded professional development. Teachers work in collaborative teams to visit classrooms, debrief, and reflect on meaningful experiences.</li> <li>• Two professional days are provided in the beginning of the year for schools to review information on curriculum changes, state changes and district new requirements, safety procedures and expectations.</li> <li>• Two half days are provided by the district in October and March.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4, 5</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input checked="" type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Copier, supplies, toner, paper substitutes</p>	<p><b>Effectiveness Measure:</b> Teacher Survey Reflection</p> <hr/> <p><b>Effectiveness Results:</b></p>

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<ul style="list-style-type: none"> <li>Paraprofessionals will attend professional development from the district on the October and March half days.</li> </ul>				
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<p><b>Recruit Effective Teachers, Particularly in High Needs Subjects/Schools:</b></p> <ul style="list-style-type: none"> <li>All school administrators attend and interview teachers at the Spring Transfer Fair and Job Fair events to fill openings at their schools.</li> <li>Teacher openings are advertised through the district website.</li> <li>District leaders attend local college and university teacher recruitment fairs in the fall and spring.</li> <li>The fall and spring schedules for district participation in local college and university recruitment fairs are advertised on all the district’s social media sites.</li> <li>The District participates in the Teacher Residency Program through Southeastern Louisiana University where college education majors are selected to participate in 1-Year Internships in our schools.</li> <li>Student Teachers from local universities are placed in schools throughout the district.</li> <li>The STAR (Students Teaching and Reaching) Program in our high schools allows high school students to earn college credit or participate in teaching internships at our schools.</li> <li>District Human Resources Coordinator serves as a speaker on college campuses for different education courses.</li> <li>District Human Resources Coordinator serves on various College of Education department committees at local universities.</li> </ul>				
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***Strategies to Prepare For and Increase Awareness of Opportunities for Post-Secondary Education and the Workforce:***

<b>Career and Technical Education Programs:</b>	<b>Goal(s):</b>	<b>Budgets</b> used to support this activity:	<b>Items Needed:</b>	<b>Effectiveness Measure:</b>
N/A		<input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other		<hr/> <p><b>Effectiveness Results:</b></p>

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<b>Coursework to Earn Post-Secondary Credit:</b> N/A	<b>Goal(s):</b>	<b>Budgets used to support this activity:</b> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other	<b>Items Needed:</b>	<b>Effectiveness Measure:</b>  <hr/> <b>Effectiveness Results:</b>
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***Coordination and Integration of Federal, State, and Local Resources, Services, and Programs:***

**McKinney Vento:**

- All homeless students receive all services for which they are eligible at their school site through Title I, Title III, Food Services, LA4, IDEA, and McKinney Vento funds.

**Food Services:**

- All students whose income qualifies them for free/reduced meals participate in the federal food service program.

**Special Education:**

- Identified students with disabilities receive all services specified on their IEP through a combination of GFF, IDEA, Title I, Title III, or DSS funding.

**English Learners (EL):**

- Identified EL students receive services from EL teachers, paraprofessionals, and/or tutors at their school site. These services are paid for through GFF, Title I, Title III, Title III, and DSS Immigrant Funds.

**21<sup>st</sup> Century Programs:**

- Students in participating schools are entitled to attend the 21<sup>st</sup> Century afterschool programs during the school year and during the summer.

**Headstart Preschool Programs:**

- Headstart preschool children graduate into their feeder schools in the District in which they live. Receiving schools provide transition activities and services for children and parents. Preschool programs are funded through LA4, 8G grant, Title I, and GFF.

#### 4. Regular Monitoring and SIP Revision

- *The SIP remains in effect for the duration of the school year, except the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards.*
- *The school will annually evaluate the implementation of, and results achieved by, the schoolwide program using data from the State's annual assessments and other indicators of academic achievement to determine whether the plan has been effective in increasing achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards. The school will revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.*

**Describe how and when the SIP is monitored during the school year using multiple types of data including diagnostic, interim, and summative assessment, in order to evaluate instructional practices, determine patterns of student achievement, and make necessary adjustments to increase student learning across grade levels, content areas, claims/subclaims, and subgroups:**

The SIP is monitored throughout the school year. This includes PFE assessments after the event, weekly assessments of the MHP lessons, data analysis of DIBELS results, teacher assessment results, and PBID data reviews. Assessments used are DIBELS Next, MHP assessment, district assessments, tickets out the door, surveys, progress monitoring, changes in tutoring placement, classroom interventions, MHP re-rostering, SPED goals and objectives will be implemented as needed. All assessment data is compiled and analyzed at the end of the year in order for the SIP evaluation to be completed.

Data driven decision making is used to evaluate programs. A data binder is maintained throughout the school year by the TRT. The school's performance on DIBELS Next scores, and scores of the students on the math SLTs. In other words, the academic success of our students. Specifically, we are to address the following:

1. The effectiveness of the Tutoring program on academic achievement
2. The effectiveness of our PFE programs
  - a. Ability to draw parents/families into the school
  - b. Providing information to them that is timely and helpful.
  - c. Collecting input on the PFE activities
3. The effectiveness of the MHP program on academic achievement
4. The effectiveness of the PLC sessions and PD on academic achievement

**Describe how and when the SIP Committee will meet and discuss school programs implemented, as outlined in the SIP, to determine effectiveness and to assist in planning for the upcoming school year:**

- A student ticket out the door will be utilized on a weekly basis to measure effectiveness of the MHP lesson. These are completed by the classroom teacher and given to the TRT who will track the data.

The SIP Committee meets throughout the school year to implement and evaluate the SIP plan as follows:

- Data Analysis Meeting at the CEC
- Data Analysis review at school
- SIP designing at the CEC based on the data analysis results

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- SIP designing and review at school
- Revisions throughout the year are made as needed

**Describe how and when the evaluation results of the SIP are reported to the school’s stakeholders (faculty, staff, parents/families, and community members):**

- The SIP/ Title 1 committee will meet in May after all evaluation results are compiled. The committee will analyze, reflect, and determine changes to be made the following school year. Minutes of the meeting will be recorded.
- The results of the evaluations will be reported to the faculty at the first meeting of the year by the principal.
- The results of the program evaluation will be reported (through a power point presentation with handouts available) to the parents/families by the TRT at the Title 1 informational meeting in the fall. Parents/families will also be informed of the evaluation results through the posting of information on the school web site. When the program design for the upcoming year is explained after the evaluation is presented, changes in the plan due to evaluation results can be highlighted and discussed.
- Louisiana Department of Education teacher’s report and principal’s report

**2019-2020 Committee Members**

**School Improvement Planning Committee**

**Responsible for the Design, Monitoring, Revision, and Evaluation of the SIP**

**Members Include:**

- **Principal: Sabrina DesHotel Parish**
- **TRT: Kristen Remerow**
- **Teacher: Margaret Turgeau**
- **Teacher: Amanda Collins**
- **Parent/Family: Melissa Keicher**
- **Parent/Family: Fred Collins**
- **Parent/Family: Cassandra Garrett**

**Parent/Family Engagement Committee**

**Responsible for the Implementation of the PFE Activities in the SIP**

**Members Include:**

- **Principal: Sabrina DesHotel Parish**
- **TRT: Kristen Remerow**
- **Student:**
- **Teacher: Margaret Turgeau**
- **Teacher: Amanda Collins**
- **Parent/Family: Melissa Keicher**
- **Parent/Family: Fred Collins**
- **Parent/Family: Cassandra Garrett**

## DISTRICT ASSURANCES

- I certify that this school improvement plan was designed to improve student achievement with input from all stakeholders.
  
- I assure that the school-level personnel, including stakeholder representatives responsible for implementation of this plan, have collaborated in the writing of the plan.
  
- I hereby certify that this plan has all of the following components:
  - Evidence of the use of a comprehensive needs assessment
  - Measurable goals
  - Parent and family engagement activities aligned with assessed needs
  - Evidence-based methods, strategies, and activities that guide curriculum content, instruction, and assessment
  - Plans for transitioning incoming and outgoing students in the school community
  - Professional development aligned with assessed needs and strategies to attract and keep high quality teachers
  - Coordination and integration of federal, state, and local resources, services, and programs
  - Evaluation plan that includes methods to measure progress of implementation and effectiveness of strategies and programs
  - A schoolwide action plan with timelines and specific activities for implementing the above criteria
  
- I further certify that the information contained in this assurance is true and correct to the best of my knowledge.

\_\_\_\_\_  
Superintendent Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Principal Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Chairperson, School Improvement Team Signature

\_\_\_\_\_  
Date